in the matter of education. I have enquired about the practice in British India and I understand that your community is not treated as backward there either. For the poor among your community, you can get scholarships when the scheme of scholarships now under the consideration of Government is brought into effect. If your children want to join industrial schools, they will be given preference. An order to that effect has already been issued. I do not know what more can be done. Applicants for admission to the industrial schools need not hold School Leaving Certificates, as you imagine. It is enough if they have studied up to the seventh class or even the fourth class in some cases.

122. Educational concessions to Ezhavas and other backward communities.

Mr. C. V. Kunjuraman (Member, Nominated) briefly traced the several stages through which the Ezhava community had to pass before they were able to get free access to the educational institutions of the State. At first when education was far less costly than what it afterwards became and when the higher classes of people were fully enjoying the benefits of the same, the Ezhavas had to keep out simply because of their social position. It was a very slow process by which they got admission to the educational institutions and consequently they had for a long time past to remain a backward class. In fact, they were till a short time back looked upon as a backwrrd class by Government and it was during the time of Dewan Mr. V. P. Madhava Rao, C. I. E., that they were promoted from a 'backward' to a 'forward class'. But in the matter of higher education, the Ezhavas could not be considered to be really forward and, as such, they had still to be looked upon as a backward class in that respect. The time had come when the progress of each struggling community had to depend on the number and ability of its educated leaders. The Ezhava community could not boast of possessing such leaders in adequate numbers. The Member, therefore, prayed that, till the Ezhavas were able to produce a sufficient number of educated leaders to guide them along the path of progress, the Government should help them by extending to them the half-fee concession allowed to other communities backward in education. This was being done in British India and Cochin.

The Member then stated that attempts were being made by members of his community to start private English schools of their own and requested that the rules of the Education Code, especially those relating to building, equipment, etc., might not be applied rigidly to those institutions and that liberal grants should be awarded to them.

Speaking of the grant of concessions to depressed classes as a whole, the Member was glad that the Government were endeavouring to afford as much facility as possible for the steady advancement of the backward communities, but he requested that still greater concessions should be extended to them in the matter of education, such as special scholarships for higher English education and full-fee concessions.

Lastly, the Member observed that the Government were endeavouring to enhance the material prosperity of the State. As a sure means to gain this end, he suggested that half a dozen young men from each backward community should be educated by Government by meeting all their expenses so that these men might work for the material uplift of the community and thus pave the way for the economic progress of the country as a whole.

The Assembly adjourned at 5-30 P. M.

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